

BEST Graduate Student Entrance Survey Pilot Testing

OMB # 0925-0046 Expiration Date: 5/31/2016

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Introduction

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Thank you for agreeing to participate in the pilot testing for the surveys for BEST trainees. Please note that this pilot testing will only be used to improve the instructions and wording of the survey questions.

***Please record the start time when you begin, so we can approximate the time it takes to complete the survey.**

Start Time

HH	MM	AM/PM	
<input type="text"/>	:	<input type="text"/>	<input type="text"/>

SECTION 1. YEAR IN PH.D. PROGRAM

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*1. What year are you in your Ph.D. program?

- a. 1st year
- b. 2nd year
- c. 3rd year
- d. 4th year
- e. 5th year
- f. 6th year or more

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SECTION 2. PARTICIPATION IN CAREER INFORMATION ACTIVITIES

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***2. In the past 12 months, which of the following have you done as a part of your career exploration and development?**

	Yes	No	I do not remember
a. Completed an Individual Development Plan (IDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Held internship(s) internal to the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Held internship(s) external to the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attended a course(s) about career planning for credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Attended a course(s) about career planning not for credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Sought career advice from your PI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sought career advice from a faculty member (other than your PI) or a staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discussed career plans with professionals outside of academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Attended career-related event(s) at your institution (e.g. workshops, speakers, career fairs, seminars, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Attended career-related event(s) NOT at your institution (e.g. workshops, speakers, career fairs, seminars, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Read books, articles, and/or online sources about career development or planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

l. Other (please specify)

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SECTION 3. UNDERSTANDING OF CAREER OPPORTUNITIES, CONFIDENCE IN CAREERS, AN...

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*3. How confident are you in your ability to do the following?

	5 Complete confidence	4 High confidence	3 Moderate confidence	2 Minimal confidence	1 No confidence	I do not know
a. Accurately assess your abilities to pursue your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Determine the steps to pursue your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Talk to your PI/faculty advisor regarding your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Seek advice from professionals in your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Identify potential employers, firms, and institutions relevant to your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Achieve your career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 3. UNDERSTANDING OF CAREER OPPORTUNITIES, CONFIDENCE IN CAREERS, AN...

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Table 1

Below is a list of possible career paths commonly followed by Ph.D.-level scientists. These career paths come from the my Individual Development Plan. If you are not familiar with the career paths on this list, please read the descriptions before proceeding with the survey. You will be asked to answer a question about these career paths.

Career Path	Description
Principal investigator in a research-intensive institution	Independent researcher at a medical school, private research institute, government lab or university with minimal teaching responsibilities.
Research in industry	Discovery or preclinical researcher; manager of a research team or facility.
Research staff in a research-intensive institution	Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution.
Combined research and teaching careers	Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities.
Teaching-intensive careers in academia	A primarily teaching faculty position in a research university, liberal arts college, community college.
Science education for K-12 schools	Classroom teacher; curriculum developer; science specialist.
Science education for non-scientists	Education or public outreach specialist such as at a science museum or scientific society.
Clinical practice	Clinician such as genetics counselor, therapist, physician.
Public health related careers	Public health program analyst or evaluator; epidemiologist; biostatistician; medical informaticist.
Scientific/medical testing	Testing specialist in an environmental, public health, genetics, or forensic science setting (intelligence agencies, federal/state departments of justice); clinical diagnostician.
Science writing	Science, medical, or technical writer or journalist; science editor; science publisher.
Research administration	Research administrator in private or public research institutions, government or academia, including compliance officers, grants and contracts officers, dean or director of research programs.
Science policy	Public affairs/government affairs staff at scientific societies, foundations, government entities, or think tanks.
Intellectual property	Patent agent; patent attorney; technology transfer specialist.
Business of science	Management consultant; business development professional in a biotech company venture capitalist; market researcher; investment analyst.
Entrepreneurship	Starting your own business.
Sales and marketing of science-related products	Medical science liaison; technical sales representative; marketing specialist.
Support of science-related products	Technical support specialist; field application specialist; product development scientist or engineer.
Drug/device approval and production	Regulatory affairs professional; quality control specialist.
Clinical research management	Clinical research project/trials manager or coordinator.

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*4. Based on the list of career paths, to what extent are you currently considering the following?

	5 Will definitely pursue	4 Strongly considering	3 Moderately considering	2 Slightly considering	1 Not considering	I do not know
a. Principal investigator in a research-intensive institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Research in industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Research staff in a research-intensive institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Combined research and teaching careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching-intensive careers in academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Science education for K-12 schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Science education for non-scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Public health related careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Scientific/medical testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Science writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Research administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Science policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Intellectual property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Business of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Sales and marketing of science-related products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Support of science-related products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Drug/device approval and production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Clinical research management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Career that is not related to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

v. Other (please specify)

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*FEEDBACK FOR QUESTION 4

Please comment if the descriptions in the career path table were helpful in answering Question 4.

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SECTION 3. UNDERSTANDING OF CAREER OPPORTUNITIES, CONFIDENCE IN CAREERS, AN...

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*5. How important are the following factors in your choice of career path(s)?

	5 Extremely important	4 Very important	3 Moderately important	2 Slightly important	1 Not at all important	I do not know
a. Professional satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Salary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. More job openings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Availability of funding for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Mentor advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Other (please specify)

*FEEDBACK FOR QUESTION 5

What are your thoughts on changing the wording from “important” to “influential”?

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SECTION 3. GRADUATE PROGRAM PREPARATION

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*** 6a. Thinking about your graduate program as a whole, how much do you agree with the following statements?**

	5 Strongly agree	4 Agree	3 Neither disagree nor agree	2 Disagree	1 Strongly disagree	I do not know	Not applicable
a. I feel I am getting the training I need for my desired career path(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel I am receiving support from my graduate program to pursue professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel I am receiving support from my graduate program for a broad range of career path(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 6b. Thinking about your institution as a whole, how much do you agree with the following statements?**

	5 Strongly agree	4 Agree	3 Neither disagree nor agree	2 Disagree	1 Strongly disagree	I do not know	Not applicable
a. I feel I am getting the training I need for my desired career path(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel I am receiving support from my institution to pursue professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel I am receiving support from my institution for a broad range of career path (s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** FEEDBACK FOR QUESTIONS 6A AND 6B**

What are your thoughts about Questions 6a and 6b? Regarding professional development activities, what types of distinctions do you make between the support you receive from your graduate program and your institution?

SECTION 4. FACULTY SUPPORT

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***7a. Do you have a PI/faculty advisor?**

- a. Yes
- b. No

SECTION 4. FACULTY SUPPORT

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***7b. Thinking about your interactions with your PI/faculty advisor, how much do you agree with the following statements?**

	5 Strongly agree	4 Agree	3 Neither disagree nor agree	2 Disagree	1 Strongly disagree	I do not know
a. My PI/faculty advisor supports my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My PI/faculty advisor supports my professional development towards my desired career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4. FACULTY SUPPORT

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***8. In the past 12 months, approximately how often did you discuss your career goals and progress with:**

	Once per week	Once per month	Once per year	Never	I do not remember	Not applicable
a. Your PI/Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your Thesis or advisory committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other faculty or staff members at your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A professional outside your institution whom you consider a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 5. DEMOGRAPHICS & BACKGROUND INFORMATION

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9. Which of these best describes your ethnicity (choose one)? *(optional)*

- a. Hispanic or Latino
- b. Not Hispanic or Latino

10. Which of these best describes your race (choose one or more)? *(optional)*

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian or other Pacific Islander
- e. White

11. What is your citizenship status? *(optional)*

- a. US citizen since birth
- b. Naturalized US citizen
- c. Non US citizen with permanent resident visa (green card)
- d. Non US citizen with temporary US visa

12. What is your gender? *(optional)*

- a. Male
- b. Female

13. What year were you born? *(optional)*

14. What is the highest degree held by one or both of your parents? *(optional)*

- a. Less than High School
- b. High School
- c. Some College
- d. Associate's Degree
- e. Bachelor's Degree
- f. Master's or Law Degree
- g. Ph.D., M.D., or other doctoral degree

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15. What graduate degree(s) do you have? (Check all that apply)

- a. Ph.D. (or equivalent)
- b. M.D. (or equivalent)
- c. D.V.M. (or equivalent)
- d. M.S., M.A., or M.B.A.
- e. Other type of master's degree(s) or doctoral degree(s) (please specify)

*16. What is your degree granting program?

*17. What is your graduate department name?

*18. When did you start your Ph.D. program? (MM/YYYY)

*19. What year did you receive your undergraduate degree? (YYYY)

*20a. Have you been a first author on a publication in a peer reviewed journal (includes publications before and during Ph.D. program)?

- a. Yes
- b. No

SECTION 5. DEMOGRAPHICS & BACKGROUND INFORMATION

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***20b. How many first author publications do you have in peer reviewed journals?**

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FEEDBACK

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***Please record the end time when you finish, so we can approximate the time it takes to complete the survey.**

End Time HH MM AM/PM
 :

***A. What is your overall impression of the survey?**

***B. Were any of the instructions unclear? If yes, which questions and why? Please feel free to use the back button to go back through the survey.**

***C. Where there any questions where you feel the wording could be improved? If yes, which questions and why? Please feel free to use the back button to go back through the survey.**

***D. Were there any questions you feel did not apply to you? Why?**

***E. What are your comments about the order of the questions?**

***F. What suggestions do you have to encourage participation in the surveys?**